

## Spaulding Elementary

204 E. Pearl Street  
Lamar, SC 29069

<b>Grades</b>	4-6 Elementary School	
<b>Enrollment</b>	208 Students	
<b>Principal</b>	Vernisa Bodison	843-326-7665
<b>Superintendent</b>	Dr. Rainey Knight	843-398-5200
<b>Board Chair</b>	Mr. Warren Jeffords	843-326-5970

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	43	65	11

## IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

## ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Below Average	Average	No
<b>2004</b>	Below Average	Below Average	No
<b>2005</b>	Unsatisfactory	Unsatisfactory	No
<b>2006</b>	Below Average	Good	No

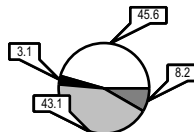
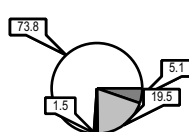
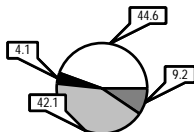
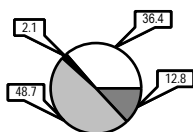
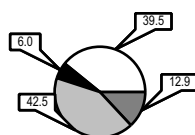
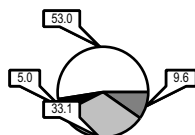
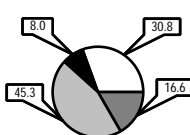
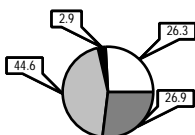
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	213	97.7	35.8	49.5	12.6	2.1	25.3	Yes	Yes
<b>Gender</b>									
Male	110	95.5	38.1	51.5	8.2	2.1	18.6	N/A	N/A
Female	103	100.0	33.3	47.3	17.2	2.2	32.3	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	53	96.2	10.6	63.8	25.5	0.0	40.4	Yes	Yes
African American	159	98.1	43.7	45.1	8.5	2.8	20.4	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	178	100.0	31.7	51.2	14.6	2.4	29.3	N/A	N/A
Disabled	35	85.7	61.5	38.5	0.0	0.0	0.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	97.7	35.8	49.5	12.6	2.1	25.3	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	213	97.7	35.8	49.5	12.6	2.1	25.3	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	178	97.8	38.9	51.0	8.3	1.9	20.4	Yes	Yes
Full-pay meals	35	97.1	21.2	42.4	33.3	3.0	48.5	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	213	97.7	43.2	43.2	9.5	4.2	21.1	No	Yes
<b>Gender</b>									
Male	110	95.5	45.4	40.2	10.3	4.1	19.6	N/A	N/A
Female	103	100.0	40.9	46.2	8.6	4.3	22.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	53	98.1	20.8	58.3	14.6	6.3	29.2	Yes	Yes
African American	159	97.5	50.4	38.3	7.8	3.5	18.4	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	178	100.0	37.8	46.3	11.0	4.9	23.8	N/A	N/A
Disabled	35	85.7	76.9	23.1	0.0	0.0	3.8	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	97.7	43.2	43.2	9.5	4.2	21.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	213	97.7	43.2	43.2	9.5	4.2	21.1	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	178	97.8	46.5	41.4	8.9	3.2	19.1	No	Yes
Full-pay meals	35	97.1	27.3	51.5	12.1	9.1	30.3	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	213	97.7	73.8	19.5	5.1	1.5	6.7
<b>Gender</b>							
Male	110	96.4	75.5	16.7	5.9	2.0	7.8
Female	103	99.0	72.0	22.6	4.3	1.1	5.4
<b>Racial/Ethnic Group</b>							
White	53	98.1	49.0	38.8	8.2	4.1	12.2
African American	159	97.5	82.1	13.1	4.1	0.7	4.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	178	100.0	69.5	22.6	6.1	1.8	7.9
Disabled	35	85.7	96.8	3.2	0.0	0.0	0.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	97.7	73.8	19.5	5.1	1.5	6.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	213	97.7	73.8	19.5	5.1	1.5	6.7
<b>Socio-Economic Status</b>							
Subsidized meals	178	97.2	78.9	17.4	3.7	0.0	3.7
Full-pay meals	35	100.0	50.0	29.4	11.8	8.8	20.6

<b>Social Studies</b>							
All Students	213	97.7	45.6	43.1	8.2	3.1	11.3
<b>Gender</b>							
Male	110	96.4	47.1	39.2	9.8	3.9	13.7
Female	103	99.0	44.1	47.3	6.5	2.2	8.6
<b>Racial/Ethnic Group</b>							
White	53	98.1	36.7	46.9	12.2	4.1	16.3
African American	159	97.5	48.3	42.1	6.9	2.8	9.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	1	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	178	100.0	41.5	45.7	9.1	3.7	12.8
Disabled	35	85.7	67.7	29.0	3.2	0.0	3.2
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	213	97.7	45.6	43.1	8.2	3.1	11.3
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	213	97.7	45.6	43.1	8.2	3.1	11.3
<b>Socio-Economic Status</b>							
Subsidized meals	178	97.2	46.6	44.7	7.5	1.2	8.7
Full-pay meals	35	100.0	41.2	35.3	11.8	11.8	23.5

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	50.0	33.8	14.7	1.5	16.2
	5	73	100.0	58.2	34.3	7.5	0.0	7.5
	6	94	100.0	71.6	19.3	8.0	1.1	9.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	95.8	25.0	53.3	21.7	0.0	21.7
	5	65	98.5	45.0	46.7	8.3	0.0	8.3
	6	77	98.7	37.1	48.6	8.6	5.7	14.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	48.5	33.8	14.7	2.9	17.6
	5	73	100.0	55.2	37.3	4.5	3.0	7.5
	6	94	100.0	40.9	48.9	6.8	3.4	10.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	97.2	37.7	44.3	13.1	4.9	18.0
	5	65	96.9	50.8	44.1	0.0	5.1	5.1
	6	77	98.7	41.4	41.4	14.3	2.9	17.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	76.5	19.1	2.9	1.5	4.4
	5	73	100.0	77.6	16.4	3.0	3.0	6.0
	6	94	100.0	80.7	13.6	5.7	0.0	5.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	100.0	69.8	20.6	7.9	1.6	9.5
	5	65	95.4	78.7	19.7	0.0	1.6	1.6
	6	77	97.4	73.2	18.3	7.0	1.4	8.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	73	100.0	38.2	54.4	7.4	0.0	7.4
	5	73	100.0	65.7	29.9	3.0	1.5	4.5
	6	94	100.0	47.7	45.5	4.5	2.3	6.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	71	100.0	39.7	47.6	9.5	3.2	12.7
	5	65	95.4	65.6	29.5	1.6	3.3	4.9
	6	77	97.4	33.8	50.7	12.7	2.8	15.5
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 208)</b>				
First graders who attended full-day kindergarten	N/R	N/A	100.0%	100.0%
Retention rate	1.9%	Up from 0.4%	3.4%	2.8%
Attendance rate	97.5%	Up from 97.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.4%	Down from 5.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	2.4%	Down from 5.4%	0.0%	0.0%
Eligible for gifted and talented	4.6%	Down from 5.5%	6.4%	10.4%
On academic plans	64.3%	N/AV	44.9%	33.6%
On academic probation	0.0%	N/AV	0.0%	1.0%
With disabilities other than speech	11.9%	Down from 15.7%	8.2%	7.5%
Older than usual for grade	1.9%	Up from 1.6%	1.4%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.0%	Down from 1.2%	0.0%	0.0%
<b>Teachers (n= 16)</b>				
Teachers with advanced degrees	50.0%	Up from 45.0%	51.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	6.3%	N/A	3.3%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	66.3%	Down from 71.8%	87.0%	87.3%
Teacher attendance rate	97.0%	Up from 95.7%	94.8%	94.9%
Average teacher salary	\$39,624	Up 2.1%	\$41,711	\$42,485
Prof. development days/teacher	13.3 days	Up from 8.7 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	21.0 to 1	Up from 16.3 to 1	17.5 to 1	18.6 to 1
Prime instructional time	90.9%	Down from 91.2%	89.4%	89.7%
Dollars spent per pupil*	\$6,281	Down 8.3%	\$6,969	\$6,557
Percent of expenditures for teacher salaries*	58.4%	Down from 59.1%	62.7%	64.0%
Percent of expenditures for instruction*	64.0%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.0%	Down from 99.2%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	0.0%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The 2006-2007 school year was an exciting year of learning at Spaulding Elementary (A Title One and Teacher Advancement Program TAP) School. Two hundred and ten fourth through sixth-grade students attended Spaulding along with thirty-one employees supporting our school wide theme of Cruisin' To The Top With TAP.

Throughout the school year, students, parents, staff members, community members and business partners participated in a variety of educational and fun-filled activities and workshops. Staff development focused on several research-based reading comprehension strategies, Bloom's Taxonomy, and Ruby Payne's Framework For Understanding Poverty.

Our PTO sponsored events such as honor roll and perfect attendance recognitions, a fall dance, teacher mini-grants, student picnics, and the fifth/sixth grade completion ceremony. Parents and community members attended a variety of activities and workshops throughout the year including Dedicated Dads, Motivated Moms, Grateful Grandparents, Reading Workshops, and an Honor Roll Breakfast. Title One Family Nights were also held to inform parents about ways to help students prepare for the (PACT) Palmetto Achievement Challenge Test and ways to be informed about school happenings, rules, etc. Community members were invited to share careers with students and offer suggestions for improvement of the school.

Over seventy students participated in the after-school program from December-April. Spaulding Elementary students were also active in community service projects such as a bake sale to raise funds for local senior citizens. Students participated in clubs and a live broadcast morning show called The Spaulding Family Morning Show. Students also participated in writing contests. Four students were recognized at the district all-A banquet.

Spaulding Elementary will continue to strive towards excellence!

Vernisa Y. Bodison, Principal  
Monica Byrd, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	17	55	33
Percent satisfied with learning environment	82.4%	90.9%	80.6%
Percent satisfied with social and physical environment	94.1%	81.8%	78.8%
Percent satisfied with school-home relations	52.9%	77.8%	81.3%

\*Only students at the highest elementary school grade level at this school and their parents were included.